

Kick Back and Read



Summer Reading 2010

- Every student attending Greenville Senior High School will be expected to read books of choice.
- Only students enrolled in an AP English course will be required to read texts selected by the teacher.
- GHS will develop an incentive program to reward students for reading books of choice.
 - Incentives **will not** impact the student's grade in any class.
 - GHS will develop an incentive program appropriate for its students.
 - GHS will seek support for incentives from parent groups and community businesses.
 - Assessment as a prerequisite to award incentives will be a department-based decision. However, student grades **will not** be penalized for failure to read—except in AP.
 - GHS will work cooperatively with local branches of the Greenville Library System.
 - GHS will offer school-wide support for summer reading. Reading is an interdisciplinary skill, and all teachers should support the program.

How will we present a winning summer reading program based on student choice?

- a. Present summer reading as a **school-wide expectation**.
- b. Emphasize the students' ability to choose the titles they read.
- c. Encourage students to think about non-fiction as well as fiction texts for summer reading.
- d. Ask the media specialist to present book talks about new and exciting titles, as well as those classics for all time.
- e. Ask each teacher on staff to prepare his/her own summer reading list and share with students by posting the list in the classroom.
- f. Ask **each** teacher in **every** discipline to post a recommended list of content related titles appropriate for students in his/her classrooms.
- g. Ask selected students and teachers to talk about their favorite book on G-TV.
- h. Take students to the library to browse the shelves and create their own "must read" list.
- i. Mr. Hinson will deliver copies of *The Pact* to our feeder middle schools.
- j. Mention incentives, but do not dwell on a tangible reward for reading. Reading should be its own reward.
- k. Offer the following **incentives**:
 - All students who read at least **10** books will be invited to a **pizza party**.
 - One student at each grade level (9, 10, 11, 12) who has read at least **20** books will receive a **gift certificate from a local bookstore**.

There are hundreds of books to choose from at your local library or neighborhood bookstore. Choose five or ten or twenty to read this summer. The following **list of titles recommended by the District** is a list of age appropriate books that are well written and interesting to the reader. Browse the library shelves at your local branch for one or more of these books.

Title	Author
<i>A Day No Pigs Would Die</i>	Peck, Richard
<i>Adventures of Tom Sawyer, The</i>	Twain, Mark
<i>All Quiet on the Western Front</i>	Remarque, Erich Maria
<i>All the Pretty Horses</i>	McCarrthy, Cormac
<i>Amber Spyglass</i>	Pullman, Phillip
<i>An Ocean Apart, a World Away</i>	Namioka, Lensey
<i>And Then There Were None</i>	Christie, Agatha
<i>Andromeda Strain, The</i>	Crichton, Michael
<i>Angela's Ashes: A Memoir</i>	McCourt, Frank
<i>Annie John</i>	Kincaid, Jamaica
<i>Anthem</i>	Rand, Ayn

<i>Bad Boy: a Memoir</i>	Myers, Walter Dean
<i>Bean Trees, The</i>	Kingsolver, Barbara
<i>Before We Were Free</i>	Alvarez, Julia
<i>Behind You</i>	Woodson, Jacqueline
<i>Black Boy</i>	Wright, Richard
<i>Black Elk Speaks</i>	Neihardt, John
<i>Body of Christopher Creed, The</i>	Plum-Ucci, Carol
<i>Born Blue</i>	Nolan, Han
<i>Born Free</i>	Adamson, Joy
<i>Born to Rock</i>	Korman, Gordon
<i>Brave New World</i>	Huxley, Aldous
<i>Catch 22</i>	Heller, Joseph
<i>Catcher in the Rye</i>	Salinger, J.D.
<i>Chain Letter</i>	Pike, Christopher
<i>Clover</i>	Sanders, Dori
<i>Cold Sassy Tree</i>	Burns, Olive
<i>Color of Water, The</i>	McBride, James
<i>Color Purple, The</i>	Walker, Alice
<i>Crazy Horse Electric Game</i>	Crutcher, Chris
<i>Cry, the Beloved Country</i>	Paton, Alan
<i>Crystal Cave, The</i>	Stewart, Mary
<i>Daisy Miller</i>	James, Henry
<i>Damage</i>	Jenkins, A.M.
<i>Daughter of Fortune</i>	Allende, Isabel
<i>Day No Pigs Would Die, A</i>	Peck, Robert
<i>Days of Grace</i>	Ashe, Arthur
<i>Death in the Afternoon</i>	Hemingway, Ernest
<i>Death in the Family, A</i>	Agee, James
<i>Don Quixote</i>	Cervantes
<i>Don't Look Behind You</i>	Duncan, Lois
<i>Dr. Jekyll and Mr. Hyde</i>	Stevenson, Robert L.
<i>Dracula</i>	Stoker, Bram
<i>Durango Street</i>	Bonham, Frank
<i>Education of Little Tree, The</i>	Carter, Forrest
<i>Ellen Foster</i>	Gibbons, Kay
<i>Emako Blue</i>	Woods, Brenda
<i>Ender's Game</i>	Card, Orson Scott
<i>Face On the Milk Carton, The</i>	Cooney, Caroline
<i>Fahrenheit 451</i>	Bradbury, Ray
<i>Fallen Angels</i>	Myers, Walter Dean
<i>Far North</i>	Hobbs, Will
<i>Farewell to Arms, A</i>	Hemingway, Ernest
<i>Father Water, Mother Woods</i>	Paulsen, Gary
<i>Fine Madness of Running the Iditarod</i>	Crutcher, Chris
<i>Flowers for Algernon</i>	Keyes, Daniel
<i>Forgotten Fire</i>	Bagdasarian, Adam
<i>Freaky Green Eyes</i>	Oates, Joyce Carol
<i>Gathering of Old Men, A</i>	Gaines, Ernest
<i>Out of Idaho</i>	Katz, Jon
<i>Golden Compass, The</i>	Pullman, Phillip
<i>Great Santini, The</i>	Conroy, Pat
<i>Greatest Generation, The</i>	Brokaw, Tom
<i>Grendel</i>	Gardner, John

<i>Handmaid's Tale, The</i>	Atwood, Margaret
<i>Heart is a Lonely Hunter, The</i>	McCullers, Carson
<i>Heart of Darkness</i>	Conrad, Joseph
<i>Heroes of the Challenger</i>	Cohen, Daniel
<i>Hiding Place, The</i>	Ten Boom, Corrie
<i>Hitchhiker's Guide to the Galaxy, The</i>	Adams
<i>Hole in My Life</i>	Gantos, Jack
<i>Hollywood Hustle</i>	Korman, Gordon
<i>Home of the Braves</i>	Klass, David
<i>Hope Was Here</i>	Bauer, Joan
<i>Hot Zone</i>	Preston, Richard
<i>Hound of the Baskervilles</i>	Doyle, Sir Arthur Conan
<i>House of Spirits</i>	Allende, Isabel
<i>House on Mango Street, The</i>	Cisneros, Sandra
<i>How I Changed My Life</i>	Strasser, Todd
<i>How the Garcia Girls Lost Their Accents</i>	Alvarez, Julia
<i>Hush</i>	Woodson, Jacqueline
<i>I Am the Cheese</i>	Cormier, Robert
<i>I Heard the Owl Call My Name</i>	Crave, Margaret
<i>I Know What You Did Last Summer</i>	Duncan, Lois
<i>I Know Why the Caged Bird Sings</i>	Angelou, Maya
<i>If I Should Die Before I Wake</i>	Nolan, Han
<i>If You Come Softly</i>	Woodson, Jacqueline
<i>I'm a Stranger Here Myself</i>	Bryson, Bill
<i>In the Time of Butterflies</i>	Alvarez, Julia
<i>Into the Wild</i>	Krakauer, Jon
<i>Into Thin Air</i>	Krakauer, Jon
<i>Izzy, Willy Nilly</i>	Voight, Cynthia
<i>Jane Eyre</i>	Bronte, Charlotte
<i>Jaws</i>	Benchley, Peter
<i>Joy Luck Club, The</i>	Tan, Amy
<i>July's People</i>	Gordimer, Nadine
<i>Jungle, The</i>	Sinclair, Upton
<i>Kitchen God's Wife, The</i>	Tan, Amy
<i>Lesson Before Dying, A</i>	Gaines, Ernest
<i>Life of Pi</i>	Martel, Yan
<i>Light in the Forest, The</i>	Richter, Conrad
<i>Like Sisters on the Homefront</i>	Williams-Garcia, Rita
<i>Lord of the Flies</i>	Golding, William
<i>Lord of the Rings trilogy</i>	Tolkien, J.R.R.
<i>Lost Horizon, The</i>	Hilton, James
<i>Lovely Bones, The</i>	Sebold, Alice
<i>Martian Chronicles</i>	Bradbury, Ray
<i>Maximum Ride</i>	Patterson, James
<i>Metamorphosis, the</i>	Kafka, Franz
<i>Moves Make the Man, The</i>	Brooks, Bruce
<i>My Brother</i>	Kincaid, Jamaica
<i>My Losing Season</i>	Conroy, Pat
<i>Name of the Rose, The</i>	Eco, Umberto
<i>Never Cry Wolf</i>	Mowat and Sulloway
<i>Nickel and Dime</i>	Ehrenreich, Barbara
<i>Nineteen Eighty-Four</i>	Orwell, George

<i>Once and Future King, The</i>	White, T.H.
<i>Ordinary People</i>	Guest, Judith
<i>Out of Africa</i>	Denesen, Isak
<i>Painted House, A</i>	Grisham, John
<i>Patriot Games</i>	Clancy, Tom
<i>Peeling the Onion</i>	Orr, Wendy
<i>Petey</i>	Mikaelsen, Ben
<i>Picture of Dorian Gray</i>	Wilde, Oscar
<i>Pigs in Heaven</i>	Kingsolver, Barbara
<i>Poisonwood Bible, The</i>	Kingsolver, Barbara
<i>Pride and Prejudice</i>	Austen, Jane
<i>Prince of Tides, The</i>	Conroy, Pat
<i>Profiles in Courage</i>	Kennedy, John F.
<i>Raney</i>	Edgerton, Clyde
<i>Razzle</i>	Wittlinger, Ellen
<i>Rebecca</i>	DuMaurier, Daphne
<i>Roots</i>	Haley, Alex
<i>Running Loose</i>	Crutcher, Chris
<i>Scribbler of Dreams</i>	Pearson, Mary
<i>Seabiscuit</i>	Hillenbrand, Laura
<i>Secret Life of Bees</i>	Kidd, Sue Monk
<i>Shades of Simon Grey</i>	McDonald, Joyce
<i>Shattering Glass</i>	Giles, Gail
<i>She, The</i>	Plum-Ucci, Carol
<i>Silver</i>	Mazer, Norma Fox
<i>Silver Kiss, The</i>	Klause, Annette Curtis
<i>Soldier Boys</i>	Hughes, Dean
<i>Solitary Blue, A</i>	Voight, Cynthia
<i>Something Wicked This Way Comes</i>	Bradbury, Ray
<i>Somewhere in the Darkness</i>	Myers, Walter Dean
<i>Son of the Mob</i>	Korman, Gordon
<i>Speak</i>	Anderson, Laurie Halse
<i>Stargirl</i>	Spinelli, Jerry
<i>Step From Heaven, A</i>	Na, An
<i>Summer of My German Soldier</i>	Greene, Betty
<i>Sword in the Stone, The</i>	White, T.H.
<i>Teacher Man: A Memoir</i>	McCourt, Frank
<i>That Was Then, This Is Now</i>	Hinton, S.E.
<i>Their Eyes Were Watching God</i>	Hurston, Zora Neale
<i>Things Fall Apart</i>	Achebe, Chinua
<i>To Kill a Mockingbird</i>	Lee, Harper
<i>Touching Spirit Bear</i>	Mikaelsen, Ben
<i>Trail of Tears: Rise and Fall of the Cherokee Nation</i>	Ehle, John
<i>Unvanquished, The</i>	Faulkner, William
<i>Walk in the Woods, A</i>	Bryson, Bill
<i>Walking Across Egypt</i>	Edgerton, Clyde
<i>Water is Wide, The</i>	Conroy, Pat
<i>Watership Down</i>	Adams, Richard
<i>We Beat the Street</i>	Draper, Sharon
<i>Way to Rainy Mountain, The</i>	Momaday, Scott
<i>Whale Talk</i>	Crutcher, Chris
<i>When the Legends Die</i>	Borland, Hal

Whirligig
White Fang
Winter Dance

Fleischman, Paul
London, Jack
Paulsen, Gary

Young Adult recommended authors

Ben Mikaelson
Bruce Brooks
Caroline Cooney
Chris Crutcher
Ellen Hopkins
Gail Giles
Gary Soto
Gordon Korman
Jacqueline Woodson
John Feinstein

Laurie Halse Anderson
Meg Cabot
Neal Shusterman
Paul Zindel
Robert Cormier
Scott Westerfield
Sharon Draper
Stephanie Meyer
Steven Layne
Walter Dean Myers

Hot New Books

9/11 Report - A Graphic Novel Adaptation
Alt Ed
An Abundance of Katherines
Astonishing Adventures of FanBoy and GothGirl
Astonishing Life of Octavian Nothing, The
Autobiography of My Dead Brother
Book of Everything
Book Thief, The
Everlost
Long Gone Daddy
Nailed
Notes from the Midnight Driver
Peeps
Rules of Survival
Time Hackers
Vampirates

Jacobson and Colon
Atkins, Catherine
Green, John

Lyga, Barry
Anderson, M.T.
Myers, Walter Dean
Kuijer, Gus
Zusak, Marcus
Shusterman, Neal
Hemphill, Helen
Jones, Patrick
Sonnenblick, Jordan
Westerfeld, Scott
Werlin, Nancy
Paulson, Gary
Somper, Justin

Web Links to more recommendations

Vandergriff's 100 - List of Young Adult Authors and Titles

<http://www.scils.rutgers.edu/~kvander/YoungAdult/100list.html>

101 Great Books Recommended for College Bound

<http://www.collegeboard.com/student/plan/boost-your-skills/23628.html>

American Library Association recommendations
2006 Favorite Teen Reads

<http://www.ala.org/ala/yalsa/booklistsawards/>
<http://www.ala.org/ala/yalsa/teenreading/teenstopten/>
http://lhs.lancasterschools.org/www/lcsdschools_lhs/site/hosting/Media/SCYABA/SCYABA06-07.html

SC Young Adult Book Awards

Selections from 101 Great Books Recommended for College-Bound Readers (College Board)

Achebe, Chinua	<i>Things Fall Apart</i>
Agee, James	<i>A Death in the Family</i>
Austen, Jane	<i>Pride and Prejudice</i>

Baldwin, James	<i>Go Tell It on the Mountain</i>
Bellow, Saul	<i>The Adventures of Augie March</i>
Brontë, Charlotte	<i>Jane Eyre</i>
Brontë, Emily	<i>Wuthering Heights</i>
Camus, Albert	<i>The Stranger</i>
Cather, Willa	<i>Death Comes for the Archbishop</i>
Chopin, Kate	<i>The Awakening</i>
Conrad, Joseph	<i>Heart of Darkness</i>
de Cervantes, Miguel	<i>Don Quixote</i>
Dickens, Charles	<i>A Tale of Two Cities</i>
Dostoyevsky, Fyodor	<i>Crime and Punishment</i>
Douglass, Frederick	<i>Narrative of the Life of Frederick Douglass</i>
Dreiser, Theodore	<i>An American Tragedy</i>
Eliot, George	<i>The Mill on the Floss</i>
Faulkner, William	<i>As I Lay Dying</i>
Faulkner, William	<i>The Sound and the Fury</i>
Fielding, Henry	<i>Tom Jones</i>
Flaubert, Gustave	<i>Madame Bovary</i>
Ford, Ford Madox	<i>The Good Soldier</i>
Golding, William	<i>Lord of the Flies</i>
Hardy, Thomas	<i>Tess of the d'Urbervilles</i>
Hawthorne, Nathaniel	<i>The Scarlet Letter</i>
Heller, Joseph	<i>Catch 22</i>
Hemingway, Ernest	<i>A Farewell to Arms</i>
Hurston, Zora Neale	<i>Their Eyes Were Watching God</i>
Huxley, Aldous	<i>Brave New World</i>
James, Henry	<i>The Portrait of a Lady</i>
Joyce, James	<i>A Portrait of the Artist as a Young Man</i>
Kingston, Maxine Hong	<i>The Woman Warrior</i>
Lewis, Sinclair	<i>Babbitt</i>
Mann, Thomas	<i>The Magic Mountain</i>
Marquez, Gabriel García	<i>One Hundred Years of Solitude</i>
Melville, Herman	<i>Moby Dick</i>

Morrison, Toni	<i>Beloved</i>
Pasternak, Boris	<i>Doctor Zhivago</i>
Plath, Sylvia	<i>The Bell Jar</i>
Proust, Marcel	<i>Swann's Way</i>
Pynchon, Thomas	<i>The Crying of Lot 49</i>
Remarque, Erich Maria	<i>All Quiet on the Western Front</i>
Roth, Henry	<i>Call It Sleep</i>
Salinger, J.D.	<i>The Catcher in the Rye</i>
Solzhenitsyn, Alexander	<i>One Day in the Life of Ivan Denisovich</i>
Stowe, Harriet Beecher	<i>Uncle Tom's Cabin</i>
Thackeray, William	<i>Vanity Fair</i>
Tolstoy, Leo	<i>War and Peace</i>
Turgenev, Ivan	<i>Fathers and Sons</i>
Voltaire	<i>Candide</i>
Vonnegut, Kurt Jr.	<i>Slaughterhouse-Five</i>
Walker, Alice	<i>The Color Purple</i>
Wharton, Edith	<i>The House of Mirth</i>
Wilde, Oscar	<i>The Picture of Dorian Gray</i>
Woolf, Virginia	<i>To the Lighthouse</i>
Wright, Richard	<i>Native Son</i>

Students planning to take AP Literature at Greenville High should read the following three books.

1. *The Dew Breaker* by Edwidge Danticat (Students will write an essay on this book the first week of class.)
2. a novel by one of the following authors: Chinua Achebe, Margaret Atwood, James Baldwin, Saul Bellow, Willa Cather, Kate Chopin, Joseph Conrad, Stephen Crane, Anita Desai, Charles Dickens (not *A Christmas Carol*), George Eliot, Ralph Ellison, William Faulkner, E.M. Forster, Thomas Hardy, Ernest Hemingway, Henry James, James Joyce, Maxine Hong Kingston, D.H. Laurence, Gabriel Garcia Marquez, Toni Morrison (not *Song of Solomon*), Vladimir Nabakov, John Updike, Virginia Woolf, Richard Wright (Students will turn in a reading response dialogue journal on this book the first day of class.)
3. a book of choice (Students will talk briefly about this book and share some kind of visual—such as a poster, a brochure, a newsletter, or a scrapbook—the first day of class.)

Students planning to take AP Language at Greenville High should read the following three books.

1. *The Color of Water* by James McBride (Students will write an essay on this book the first week of class.)
2. a novel from the College Board list above: “101 Great Books Recommended for College-Bound Readers” (Students will turn in a reading response dialogue journal on this book the first day of class.)
3. a book of the student’s choice (Students will talk briefly about this book and share some kind of visual such as a poster, a brochure, a newsletter, or a scrapbook—the first day of class.)

Reading Response Dialogue Journals

Response to literature involves the ideas or background knowledge that readers bring to a text, the reader's interpretation of a text based on these prior experiences, and discussion of the text with other readers. The goal of response activities in reading is to guide readers in constructing, extending, and examining meaning as they reflect on what they have read.

Response journals, or literature logs, are booklets where students keep personal reflections about their reading. These journals can be a student-made booklet, a composition book, or a three-ring binder. Using response journals extends and reinforces skills while giving students opportunities to consolidate meaning by drawing on background knowledge. Think of the journal as a window for the teacher to look through to see what you are thinking.

The journals for this course, often called “dialogue journals,” are an ongoing “conversation” in three columns conducted with a peer, parent, or teacher. Students write a response to their reading in column 1 and then trade journals with each other, their parents, or a teacher. The student peer, parent, or teacher writes a short response back to the student (usually in note form) in column 2, offering opinions, personal connections to the original response, or another idea that the response triggered. The original student responds to that note in column 3.

In addition to indicating the title and the author of the book, you should:

- Date each entry.
- Indicate the page numbers from the book.
- Divide each page into three vertical columns: the first for your entry; the second for the peer, parent, or teacher; and the third for your response to the response in column two.
- Read, on average, twenty pages daily.
- Write, on average, a page for every twenty book pages, although the length may vary.
- Proofread your responses.
- Produce several thoughtful responses each week.
- Reflect on the comments that your peer, parent, or teacher writes in your journal.

In each entry you should:

- Use language to communicate your thoughts clearly so that the writing flows smoothly.
- Demonstrate an understanding of a text by making inferences and connections and going back to the text to support your ideas.
- Use proper conventions of print (spelling, punctuation, grammar, capitalization, and organization).

You may:

- Make predictions about what will happen next.
- Write from the main character’s perspective.
- Agree or disagree with the message of the text.
- Show a personal reaction to the story.
- Explain strategies that you used.
- Describe the main character’s personality.
- Comment on how a character has changed.
- Relate the text to your personal life.
- Compare the text to another text the author has written.
- Explain why you liked or disliked the text.
- Comment on the mood of the story or the author’s use of language.
- State an opinion about the actions of the characters.
- Describe how a passage in the text created an image in your mind.

Level 1	Level 2-3	Level 4	Level 5-6	Level 7-8	Level 9
<p>In your journal you:</p> <p>have written less than one entry a day.</p> <p>do not demonstrate that you have read the material.</p> <p>do not reflect on what you read.</p> <p>do not relate to what you read.</p> <p>do not retell (or write primarily plot summary).</p> <p>do not clearly explain your interpretation, supporting it with very little evidence from the work or by providing few thoughts from your own knowledge and experiences.</p> <p>demonstrate that you have given little thought to characters, plot, setting, and literary devices.</p>	<p>In your journal you:</p> <p>have written one entry a day.</p> <p>demonstrate that you have read the material.</p> <p>reflect on the book you read somewhat clearly.</p> <p>relate to the book you read somewhat clearly.</p> <p>retell somewhat clearly.</p> <p>explain your interpretation of the written work but not clearly, supporting it with evidence from the work occasionally and from your own knowledge and experiences.</p> <p>demonstrate that you have thought about characters, plot, setting, and literary devices.</p>	<p>In your journal you:</p> <p>have written more than one entry a day.</p> <p>demonstrate that you have read the material.</p> <p>reflect on the book you read effectively.</p> <p>relate to the book you read.</p> <p>retell only the most important information in your responses.</p> <p>explain your interpretation of the written work clearly, supporting it with evidence from the work and from your own knowledge and experiences clearly.</p> <p>demonstrate that you are a critical thinker who examines characters, plot (very limited—not a plot summary), setting, and literary devices effectively.</p>	<p>In your journal you:</p> <p>have written more than one entry a day.</p> <p>demonstrate that you have read the actual entire book thoroughly.</p> <p>reflect on the book you read very effectively.</p> <p>relate to the book you read very effectively.</p> <p>retell only the most important information in your responses.</p> <p>explain your interpretation of the written work clearly, supporting it with evidence from the work and from your own knowledge and experiences clearly and concisely.</p> <p>demonstrate that you are a highly critical thinker who examines characters, plot (very limited—not a plot summary), setting, and literary devices effectively.</p>	<p>In your journal you:</p> <p>have written more than one entry a day and demonstrate an ability to write to different audiences (peer, parent, or teacher) effectively.</p> <p>demonstrate that you have read the actual entire book thoroughly.</p> <p>reflect on the book you read very effectively.</p> <p>relate to the book you read very effectively.</p> <p>retell only the most important information in your responses.</p> <p>explain your interpretation of the written work very clearly, supporting it with clear evidence from the work and from your own knowledge and experiences clearly and concisely.</p> <p>demonstrate that you are a highly critical thinker who examines characters, plot (very limited—not a plot summary) setting, and literary devices effectively.</p>	<p>In your journal you: have done everything required in Level 8.</p> <p>have the signature of your parent or a teacher—indicating that he or she provided the comments in the middle (second) column of each page.</p>